

TITLE

Case study To illustrate effective practice at St Mary's University College in the delivery of 14-19 Diploma ITT strand 2 'with experience' provision, 2008/09: The 14-19 Diploma Learning and Development Handbook

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St Mary's
University College
Twickenham
London

Case study

To illustrate effective practice at St Mary's University College in the delivery of 14-19 Diploma ITT strand 2 'with experience' provision, 2008/09: *The 14-19 Diploma Learning and Development Handbook*

The case study was commissioned in collaboration with the Training and Development Agency for Schools (TDA), however all information, data and assets remain the property of St Mary's University College, and the TDA does not accept any responsibility for the content of external websites.



St Mary's
University College
Twickenham
London

— School of Education —

The 14-19 Diploma Learning and Development Handbook

Name:

ITT Subject:

Academic Year:

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This case study has been developed to illustrate effective practice in the delivery of 14-19 Diploma Initial Teacher Training (ITT) strand 2 'with experience' provision, by St Mary's University College during the academic year 2008/09. The case study was commissioned by The Training and Development Agency for Schools (TDA). The case study will specifically offer a strategy for collating Diploma evidence and evaluating student teachers' progress and attainment whilst on a strand 2 'with experience' ITT programme.

1.Context

St Mary's University College is located in South West London and is a Catholic University College offering undergraduate, post graduate & Foundation degrees. It is a provider of ITT, including undergraduate and post graduate programmes in primary and secondary education. The Post Graduate Certificate in Education (PGCE) secondary programme of subjects offered at St Mary's include maths, business studies, foreign languages, science, RE and geography. The two 14-19 subjects which are offered are applied ICT and Health and Social Care and which respectively incorporate the strand 2 'with experience' lines of learning of IT and Society, Health and Development.

2. Initial Teacher Training Diploma Lines of learning

For academic year 2008/09 St Mary's University College were able to offer 20 strand 2 'with experience' places in the IT line of learning and 20 in the Society, Health and Development line of learning. In doing so all 120 student teachers on the secondary PGCE programme were provided opportunity as part of their core key stage 4 experience to meet the strand 1 Diploma ITT requirements.

St Mary's University College require applicants to the PGCE in the 14-19 applied subjects to be able to offer relevant and recent vocational experience. All student teachers come with experience of working in a health, social care, care, children and young people's setting or in a sector related to information technology. Selection of the strand 2 student teachers for both strand 2 lines was therefore taken from the respective applied subject cohorts.

In summary the provision of ITT for strand 1 and for strand 2 'with experience' and allocated numbers and actual numbers recruited to the Diploma lines of learning are detailed as:

Strand 1: PGCE 11-16 age range & 14-19 age range

Total of 120 student teachers

Strand 2: PGCE 14-19: ICT/ Information Technology

Maximum number of IT strand 2 'with experience' places available to student teachers: 20

Actual number of student teachers recruited to IT strand 2 'with experience': 13

Number of student teachers successfully completing IT strand 2 'with experience': 13

Strand 2: PGCE 14-19: HSC/Society Health and Development

Maximum number of SHD strand 2 'with experience' available to student teachers: 20

Actual number of student teachers recruited to SHD strand 2 'with experience': 11

Number of student teachers successfully completing SHD strand 2 'with experience': 11

3. Mode of collaborative delivery for Diploma ITT strand 2 'with experience'

The design of the Diploma ITT strand 2 'with experience' PGCE programme required in the first instance a mapping of the TDA requirements for both strand 1 and strand 2 programmes. The requirements that the TDA set out for all strand 1 and 2 Diploma ITT training was the framework by which the design of the Diploma ITT programme was formulated. Given that all student teachers required a core experience of key stage 4 teaching and learning, they were required to be able to demonstrate and provide evidence of their:

- knowledge and understanding of the scope and range of 14-19 Diplomas and wider 14-19 reforms;
- know where their curriculum subject area fits into the 14-19 Diploma structure;
- ability to prepare, deliver and assess teaching sessions which embed functional skills;
- ability to prepare, deliver and record teaching sessions which support the development of personal, learning and thinking skills (PLTS);
- sufficient understanding of the career routes and pathways available to 14-19 year olds

Whilst these requirements were generic to all student teachers, for those on the two Diploma ITT strand 2 'with experience' programmes they were required to demonstrate and provide evidence of an additional set of their skills, knowledge and understanding of the 14-19 Diplomas. Taken from the TDA briefing, the strand 2 'with experience' requirements included:

- experience of assessing work related learning;
- experience of teaching in a work related environment or simulated environment;
- understanding of collaborative working for 14-19 Diploma delivery;
- ability to relate school-based learning to real life experience within relevant industrial/commercial sector;
- enhancement of occupational currency (*knowledge of normal working practices, specialist language and skills required in the vocational sector*).

In terms of the activities and tasks that student teachers were required to complete in order to meet the strand 1 and strand 2 requirements, each student teacher was provided with the following detail:

Strand 1 (PGCE 11-16 & 14-19) activities & tasks:

1. Assignment M1: My role as a leader of learning (Diploma context and structure)
2. Planning for functional skills through line of learning
3. Planning for personal, learning and thinking skills in line of learning
4. Reflection on General Professional Studies 14-19 learning

Strand 2 (PGCE 14-19) activities & tasks;

5. Audit of occupational experience
6. Two day occupational enhancement placement
7. Shadowing a Diploma learner and teacher in a work-based setting
8. Teaching experience in line of learning
9. Additional Diploma activities

Strand 1 Diploma requirements, which all PGCE student teachers were required to meet were delivered through an integrated learning programme to the existing PGCE programme. Strand 1 student teachers were provided opportunity to meet the requirements through the experience of University planned sessions, namely General Professional Studies (GPS) sessions, PGCE assessment tasks and set tasks whilst being on teaching placement. All experiences and tasks are cross referenced to the TDA Qualified to Teacher standards to ensure the requirements are met as an integrated component of the PGCE Diploma programme.

Strand 2 'with experience' student teachers were furthermore offered a mainly integrated programme of experience, with additional provision being made for occupational enhancement and observation of and experience in teaching Diploma lines of learning. Specifically the two additional aspects of occupational enhancement and Diploma observation required collaboration with local consortia, partner school and FE college placements and with organisations including the sector skills councils, Education Business Partnerships, local employers and the Specialist Schools and Academies Trust. Examples of collaborative working are to be found at section 4.

A summary of the PGCE integrated model of Diploma ITT delivery, cross referenced to Q-standards and indicating partners organisations and dates of delivery for strand 1 and strand 2 student teachers is given at table 1:

Table 1: Strand 1 and Strand 2 'with experience' Diploma experiences and tasks cross referenced to PGCE QTS programme and assessment

<i>Diploma experience Partner & Timing</i>	<i>Strand 1</i>	<i>Strand 2</i>	<i>Q-Standards: Skills, knowledge & understanding</i>
Tasks 1 & 4: Masters Assignment – content presentation on impact of 14-19	Yes	Yes	Q14. Have a secure knowledge and understanding of their

curriculum requirements on national curriculum subjects GPS, September 2008			subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained
Task 4: Curriculum Developments including structure and implementation of Diplomas GPS, September 2008	Yes	Yes	Q11. Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications
Tasks 2, 4 & 8: SSAT 14-19 Curriculum: IAG, Assessment and Functional Skills GPS, January 2009	Yes	Yes	Q11: Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications
Task 2: Teaching functional maths January 2009, 2 hours weekly sessions Task 3: Subject specific sessions incorporating personal learning and thinking skills, literacy and ICT into short term planning September- October 2008 & January- February 2009, 2 hours weekly sessions	Yes	Yes	Q23: Design opportunities for learners to develop their literacy, numeracy and ICT skills
Task 2,3 & 8: Subject knowledge audit Mentor – Trainee review at interview, September, October, December, January, March and June	Yes	Yes	Q14: Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained
Task 7: Managing work placements Skills for Care, September 2008	No	Yes	Q.11: Experience of assessing work related learning Q.30: Ability to relate school-based learning to real life experience within relevant industrial/commercial sector
Task 9: Leading a Gateway application, London Borough Consortium, October 2008 Individual trainee school/college based consortia meetings February-May 2009	No	Yes	Q.6: Understanding of the nature and extent of the collaboration necessary for effective 14-19 Diploma delivery, and have demonstrated high level communication skills in a collaborative environment
Task 8: Diploma Assessment Training Exam Board, March 2009	No	Yes	Q.11: Experience of assessing work related learning
Task 8: Pedagogy for Diploma delivery SSAT, June 2009	No	Yes	Q.30: Experience of teaching in a work related environment or simulated environment
Task 5&6: Occupational auditing & enhancement – various January - June 2009	No	Yes	Q.30: Experience of teaching in a work related environment or simulated environment

			Q.30: Ability to relate school-based learning to real life experience within relevant industrial/commercial sector
Task 8: Assessment of level 2 work-related learning London Boroughs, LEA Berkshire and Milton Keynes February – May 2009		Yes	Q.30: Experience of assessing work related learning Q.30: Ability to relate school-based learning to real life experience within relevant industrial/commercial sector
Task 7: Observation & teaching experience of Level 2 Diploma line of learning FE Colleges and Schools in Berkshire and London Boroughs at levels 2 & 3 February – June 2009	No	Yes	Q.11: Experience of assessing work related learning Q.30: Experience of teaching in a work related environment or simulated environment

Diploma Learning and Development Handbook: Collation of ITT Diploma strand 1 and strand 2 evidence

The Diploma Learning and Development Handbook (handbook), which was available both online and in hard copy provided a mechanism for all trainees to present a record of their Diploma achievements against each set of strand 1 and strand 2 tasks. It provided College tutors with a mechanism for judging Diploma progress and attainment, and provided a record of learning that individual student teachers could use as a Diploma learning portfolio of evidence. The set tasks were time-bound and the handbook was a feature of weekly email contact with trainees and through the course of tutorial programme. Upon completion of the handbook strand 1 trainees had their tasks signed off by their subject tutors, and for strand 2 trainees, they were verified and signed off by their subject tutor and the Academic Director.

To illustrate the use of the Diploma Learning and Development Handbook, occupational enhancement is specific to strand 2 student teachers and is not a requirement for strand 1 student teachers. Strand 2 student teachers are required to audit their occupational experience relevant to the respective lines of learning, and then set about completing a task of occupational enhancement. A copy of an occupational audit taken from a student teacher's handbook is given at table 2 below:

Table 2: *Occupational Audit* (adapted from *Skills for teaching the Diploma: applied learning requirements* (www.teachertna.org))

Name, PGCE Diploma strand 2 line & date: A. Bold, SHD, May 2009

What evidence can you provide of being able to, and what targets and actions can you set in order to achieve the requirement...

<i>Knowledge of normal working practices, specialist language and skills required in the vocational sector</i>	I have worked as a voluntary youth worker, senior play leader and worked at summer camps. I have also worked as a secondary school learning support assistant working mainly with children with SEN.
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<i>Work effectively with local employers</i>	I have some idea of health and social care structures and services from my degree in health and social care. I need to develop my knowledge and understanding of how local services are organised in the local area.	
<i>Support effective work experience with employers and partners</i>	I have been out on work experience visits for year 10 students whilst working as a support assistant. I need to have a better knowledge of local services in health and social care.	
<i>Help learners to relate classroom learning to work-based practice</i>	My degree centred on applying theory to practice in health and social care. I can apply these skills to the classroom when teaching. Visits from professionals would also help students identify the links between theory and actual practice.	
<i>Demonstrate appropriate vocational skills in appropriate environments</i>	I have used role play, case studies and scenarios in the classroom to demonstrate work-related knowledge and skills. I have also made use of video and film for this purpose.	
<i>Work effectively with other partners in the delivery of the programme</i>	I have a good knowledge of how service partners work together, but I still need to find out how services providers can work with students on the SHD Diploma.	
<i>Have a knowledge of industry requirements for entry levels jobs in the vocational sector</i>	My degree and vocational experience have provided me with entry level knowledge of health and social care services.	
<i>Activity 5</i>	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
<i>Audit of occupational experience</i>	<i>Student teacher</i> <i>PGCE SHD 2008-09, 09/09</i>	

The occupational experience task aimed to update and widen the student teachers' occupational currency of experience. The task required completion of occupational enhancement and subsequent reporting. An outline of how a placement was set up for student teachers in Society, Health and Development, an example of a student teacher's reporting and employee engagement are given below at section 4.

4. Examples of collaborative working, employer engagement and student teacher experience

As noted in section 3, specific to strand 2 student teachers was the requirement to complete a work experience placement, and teaching and observation of Diploma lines of learning with subsequent reporting in the Diploma Development Handbook.

To illustrate the partnership mode of working to deliver the PGCE Diploma strand 2 'with experience' programme, management of work placements required extensive collaboration with a number of different partners. For example, in order to set up a work placement for student teachers in the adult care sector, St Mary's University College worked closely with Skills for Care to identify potential placements. Through the Care Ambassador programme a number of different employers were identified who were then contacted directly by the University Course Tutor. The sector skills councils were particularly effective in identifying possible placements, resulting all the with experience student teachers being offered a placement in an adult care sector in the London Boroughs of Sutton, Walthamstow and Newham. A completed occupational experience handbook task by a strand 2 Society, Health and Development student teacher is given at table 3 (please note names have been removed):

Table 3: Occupational experience

Describe the experience of occupational enhancement in relation to teaching and learning in a Diploma line of learning by addressing the following issues:

<i>Name of organisation:</i>	A Care Home, London Borough of Sutton
<i>Date (s) of placement:</i>	04 June 2009
<i>Contact name / position:</i>	Matron
<i>Purpose of organisation</i>	The organisation provides a safe and caring home for people over the age of 35 years. The majority of residents living at the home are provided palliative care. It is a private care home and is funded by residents. A resident can pay up to £1000 per week to live at the home.
<i>People within the organisation</i>	There is the owner of the care home, a Matron, Deputy Matron and registered nurses, auxiliaries, student nurses and domestic and laundry staff. All workers are interconnected, and there is contact communication between nurses and the Matron and service staff. The residents are able to identify the various members of staff due to their roles, which are detailed in the introductory booklet. Those wearing blue uniforms are 1 st level registered nurses. Pale blue uniforms are 2 nd level registered nurses and white uniforms are auxiliary nurses. Lilac uniforms are NVQ level 2 students and those in dark green are domestic staff.

<i>A typical working employee day involves ...</i>	Depending upon the shift and the role within the care home a typical day varies greatly. During the day there are 4 qualified nurses and during the night there are two. During the day there are 13 workers within the care home and at night there are five. The role of a student nurse is to provide as much support to the residents as possible. They will provide breakfast and lunch and some residents will need to be fed. They will help residents to clean themselves and use the toilet.	
<i>A typical working day involves for employee...</i>	Shifts start from 0700hrs. Breakfast is from 0800hrs and residents can have their breakfast in their room or in the communal dining room. After breakfast the nurses help the residents to wash and change. Lunch is at 1200hrs and dinner is prepared for 1700hrs. Residents do not have to have their meals at these times they can do so when they wish. There are a number of activities which take place during the day. There is baking, exercise and quizzes. There is a weekly visit from a hair dresser and the residents can have facials and nail treatments. The residents can have an alcoholic drink if they wish to do so. There is no set bedtime.	
<i>Working practices involve:</i>	There is the typical medical terminology which is used for the treatment of residents, and is largely used by the Matron and her Deputy and by the visiting Doctor. Matron does not like to use acronyms or medical terminology with the residents. There is the Mental Health Act 2003, MCA 2005 which came into effect in April 2005. It is concerned with mental health and liberty, and ensuring that care is taken of people who are unable to make their own decisions.	
<i>Use of technology in the work place involves:</i>	Residents are able to access laptops where they can access the internet and be in contact with family and friends. Some residents have televisions in their own room and also a telephone. The care house has lifts in the home, there are ramps for wheel chair use and scales for measuring their body weights. There is a wet room where the residents can shower and there are lifting frames to help them move around if necessary. The beds can be lowered and there is a call button in their room to contact a nurse.	
<i>Practice to theoretical learning – how would you make use of your work experience in the classroom</i>	I would like to take my learners to the care home so that they can experience the care home, residents who live there and the role of the staff. I would also like to ask the Matron if she would come and speak to my pupils to talk about negotiation, communication and promoting independence. I will set a task for my pupils to create care plans for the residents in order to meet their physical, emotional, intellectual and social needs. I believe the best impact for learners to see care at work values in practice rather than learning them theoretically.	
<i>Activity 6</i>	<i>Submitted by trainee; signature & date</i>	<i>Verified by PGCE tutor: signature & date</i>
<i>Completed and reported on occupational enhancement</i>		

Diploma Strand 2 ‘with experience’ teaching and observation

Being able to offer an experience of teaching a Diploma line of learning was managed by the Course Tutor identifying consortia that offered the relevant lines of learning and were willing to take a student teacher in their first year of Diploma delivery. All of the consortia which were approached were in principle willing to offer a student placement, however there was a paucity of providers that were able to work in the first year of Diploma delivery with student teachers in IT and SHD due to either very small teaching groups or a lack of resources to accommodate student teachers. As a result groups of student teachers visited consortia offering IT and SHD.

All of the student teachers in IT/SHD were able to access Diploma/applied teaching, however not all students were able to teach a lesson in their strand 2 line of learning. An example of a placement for SHD students, the class teacher offered the student teachers opportunity to observe and work with level 2 and level 3 SHD students. The experience over two teaching sessions gave ample opportunity to experience a range of teaching and learning strategies used for Diploma teaching, and to learn directly from pupils their experiences of being on the SHD Diploma. The students spoke of their enthusiasm for working in detail on a range of contemporary topics, and of the variety of experiences that they were gaining through work placements and visitors to the Diploma course. Student teachers were able to share with the students their experiences of working in partnership with other professionals, which fitted neatly into the level 3 Partnership Working unit. Over the course of the two sessions which the student teachers attended they came away with a clear impression of Diploma teaching which as one student commented, the experience ‘demystified’ any confusion of what is involved in Diploma teaching.

Teaching staff from the consortium which hosted the majority of student teacher placements, were an invaluable source of experience and guidance in delivering the level 2 Diploma. They commented on the benefits to their level 2 and 3 students on being able to host the student teacher; their Diploma students were able to undertake research with ‘professionals’ during the visits which contributed to the students’ coursework. Consortia who were able to accommodate groups of student teachers were comfortable to do so given their experience of managing external speakers and visiting occupational staff onto their Diploma courses.

Of those Diploma schools and colleges that student teachers were able to work in, the feedback on placement from both the students and staff was overwhelmingly positive. For example a student on placement in the LEA of Berkshire reported that she was ‘surprised’ at the overlap between subject knowledge and pedagogy in Society, Health and Development as compared to her subject of health and social care. Another commented on the relevance of pupils on the

Diploma course being able to make sense of their work experience with theoretical knowledge and understanding:

'The sessions brought the real world inside the classroom, which is exactly what we wanted'

5. Evaluation of Strand 2 'with experience'

All strand 2 'with experience' student teachers were involved in an evaluation of the *Diploma Learning and Development Handbook*. A copy of the evaluation used is given at table 4.

Table 4: St Mary's University College evaluation of Strand 2 Diploma provision:

Trainee questionnaire 2008/09

Background

This questionnaire is intended to give Strand 2 Diploma trainees the opportunity to feed back information to SMUC about their experience of developing knowledge, understanding and skills for the IT and SHD 14–19.

St Mary's University College (SMUC) is obliged to provide evaluative data of trainees' experience to the TDA, who allocate training places for Strand 2 Diploma experience.

Guidance on completion

Please give as much detail as possible when providing feedback. This will enable the preparation of a thorough and meaningful report to the TDA. The TDA will share the report with the Department for Children Schools and Families (DCSF). In the report to the TDA no reference will be made to named institutions. St Mary's University College will use the names of consortia who are offering Diploma lines of learning to contact them for partnership working.

Please tell us...	
What is your specialist line of Learning/Subject	
Where did you complete your consolidation placement	
Who was the named school/college contact name for 14-19 Diplomas	
What was the name of Diploma Consortium that your school/college was part of	
Please name the other schools and the FE and HEI which formed the consortium	
Which Diplomas were offered by the consortium in 2008/09	
Which Diplomas will be offered by the consortium in 2009/10	
Which Diplomas will be offered by the consortium in 2010/11	

1. Delivery of the “ 14-19 experience”

1.1. Summarise the opportunities you have had both at St Mary’s University College and whilst on placement for being involved in. Include locations, levels and durations as appropriate

- a) Experience of assessing pupils/students on work experience**
- b) Experience of teaching in a work related environment or simulated environment;**
- c) Consortium meetings and/or departmental planning meetings for Diploma lines of learning**
- d) Develop knowledge and understanding of occupational enhancement in your lines of working; what opportunities did you have to develop your knowledge and understanding of the workplace in IT/SHD**

1.2. Please complete the table below to show which of these experiences you have had over the course of the 2008/09 academic year:

Have you had experience of...	Yes No	Please give details, or give reasons why you did not have the opportunity
• team teaching or teaching a Diploma in a school, college or work based learning environment;		
• lesson observation of Diploma teaching with follow up discussions;		
• occupational enhancement		
• teaching experience in a real or simulated work related environment;		
• observation of (or participation in) consortium Diploma planning sessions;		
• teaching experience which includes explicit incorporation of functional skills and/or personal, learning and thinking skills;		
• assessing aspects of Diploma learning;		
• lectures, seminars or workshops on 14-19 reforms and Diplomas;		

1.3 Please list the ICT/IT or HSC/SHD courses that you had experience of teaching whilst being on Foundation placement and on Developmental and Consolidation placement. Indicate your experience of incorporating work experience into the teaching programmes

Foundation:

Developmental/Consolidation:

**1.4 Do you consider that you will be able to contribute to Diploma teaching at level 2 or above?
Please give reasons for your judgement**

**1.5 Reflecting upon the Diploma Development Handbook, how could this be modified to better
collate the experience of being a trainee on a Diploma line of learning**

**1.6 Have you secured a job which involves Diploma teaching in It or SHD at level 2
or above? Please give details of the consortium that you will be part of**

**1.7 What do you consider to be your short term professional development needs concerning the IT
or SHD Diploma?**

Many thanks for your time in completing this evaluation form.

Strand 2 'with experience' evaluation commentary

Findings from the evaluations indicated that the student teachers considered themselves ready and prepared to teach on their level 2 Diploma line of learning, given the experience of their PGCE subject training and quality of school placements that offered excellent applied subject teaching. All student teachers had opportunity to observe, shadow and have experience of applied subject teaching and learning despite the lack of school/college places offering both the relevant lines of learning. Student teachers commented on the overlap between applied exam board specifications such as BTEC with the respective line of learning. This was noted in the areas of subject knowledge content, assessment and delivery strategies, such as case studies, scenarios setting and role play. They considered that teaching HSC and ICT is excellent preparation for teaching the respective lines of learning. The applied subjects offered the student teachers an opportunity to experience work experience, key skills, assessing work related learning and working as part of a team or 'mini-consortium'. Student teachers considered that vocational experience was essential for bridging pupils' knowledge and understanding of theoretical principles with working practice.

All strand 2 'with experience' student SHD teachers went on to secure employment in their applied subject areas, of which six NQTs will be teaching on a SHD level 2 programme in 2010/11. Two SHD NQTs are teaching in schools where the Diploma is in Society, Health and Development. All of the IT strand 2 'with experience' student teachers secured employment teaching applied ICT at key stage 4 and at post-16, and two NQTs are in schools in which the IT level 2 Diploma is currently offered.

Areas for development in light of evaluation underline the need to be able to access a greater number of schools and colleges offering Diploma lines of learning at level 2 and 3 for trainee placements. Furthermore being able to experience occupational enhancement in two different vocational areas would enhance the breadth of subject knowledge requirement to teach the Diploma principal learning. It was also concluded that to enhance the practice of teaching of functional skills, there needs to be a core requirement of being able to observe functional skills being taught whilst on school placement.

The success of the Diploma Learning and Development Handbook was that it provided a mechanism for collating students' knowledge, understanding and skills of their strand 2 'with experience' programme. It enabled the student to keep a record of development and progress and allowed schools, colleges and work placements to rapidly interpret the requirements for the

PGCE strand 2 'with experience' programme.

With strand 3 specialist Diploma PGCE student teachers the handbook will be adapted to meet the specific ITT requirements however the principles of task setting and collation of evidence for assessment and record keeping are in themselves transfer and relevant.

For more information on the PGCE strand 2 'with experience' at St Mary's University College please contact Jane Chambers on chamber@smuc.ac.uk and for details of the content of the handbook please connect to the Handbook link at

St Mary's University College would like to express their sincere thanks and gratitude to all the organisations, schools and colleges with which they worked for their extensive time and support to the PGCE Diploma strand 2 'with experience' programme.

The 14-19 Diploma Learning and Development Handbook

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Acknowledgements to Cath Sewell, Durham SCITT

Introduction to ‘The 14-19 Diploma Learning and Development Handbook’

This document, *The 14-19 Diploma Learning and Development Handbook* ensures that St Mary's University College trainee teachers on the 11-16 and 14-19 PGCE pathways gain a full experience of the reforms to the 14-19 curriculum, and specifically how the trainee's subject migrates to a line of Diploma learning. Experience and learning will be managed by completion of a series of activities that will be recorded in this handbook.

At St Mary's University College, the two PGCE pathways available for trainee teachers to follow are identified as:

- Strand 1: PGCE 11-16 & 14-19
- Strand 2: PGCE 14-19

All trainee teachers are required to complete Strand 1 activities, in order to demonstrate their knowledge and understanding of the 14-19 curriculum reforms and requirements.

Strand 1 knowledge and learning outcomes are summarised in terms of Q-standards, and are detailed as:

Strand 1: PGCE 11-16 & 14-19 Development Pathways

By the end of your PGCE year each student teacher on 11-16 and 14-19 PGCE pathway, will need to be able to demonstrate that they:

- Q11. Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications
- Q14. Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained
- Q15: Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained
- Q23: Design opportunities for learners to develop their literacy, numeracy and ICT skills

- Q28: Support and guide learners to reflect on their learning, identify their progress and emerging learning needs
- Q30. Be able to identify and plan for learning opportunities in out-of-school contexts
- Q32. Be able to work as part of a team and identify and plan for opportunities for working with a range of colleagues
- Q33: Ensure colleagues working with them are appropriately involved in supporting learning

To provide evidence of meeting the Strand 1 Diploma development requirements, trainee teachers are required to complete and provide evidence of activities 1-4. These **Strand 1 activities are summarised** as:

1. Assignment M1: My role as a leader of learning (Diploma context and structure)
2. Planning for functional skills through line of learning
3. Planning for personal, learning and thinking skills in line of learning
4. Reflection on General Professional Studies 14-19 learning

On completion of the Strand 1 (PGCE 11-16 & 14-19) Diploma activities student teachers will have:

- Developed a knowledge of the structure of the Diploma qualification at Levels 1, 2 and 3
- Know where their subject fits into the Diploma lines of learning
- Understand how Personal Learning and Thinking Skills, Functional Skills and Applied Learning can be embedded into activities

The activities that have been planned to allow all trainee teachers, on the 11-16 and 14-19 PGCE pathway to demonstrate their knowledge and understanding of the 14-19 Diploma are detailed at Table 1:

Table 1: Strand 1 Activities

<i>PGCE Strand 1 Activity</i>
<p>A1. Assignment M1: My role as a leader of learning</p> <p>Purpose: know how and where national curriculum subject area fits into the 14-19 Diploma structure;</p> <p><i>Q15. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained</i></p> <p>Submission date: 30 March 2009</p>
<p>A1. Assignment M1: My role as a leader of learning</p> <p>Purpose: knowledge and understanding of the wider 14-19 reforms, and the scope and range of the 14-19 Diplomas;</p> <p><i>Q15. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained</i></p> <p>Submission date: 30 March 2009</p>
<p>A2. Planning for functional skills through line of learning</p> <p>Purpose: demonstrate ability to prepare, deliver and assess teaching sessions which embed functional skills</p> <p><i>Q14 have a secure knowledge of subject knowledge and related pedagogy for 14-19 age range</i></p> <p><i>Q23: Design opportunities for learners to develop their literacy, numeracy and ICT skills</i></p> <p>Submission date: 08 June 2009</p>
<p>A3. Planning for personal, learning and thinking skills in line of learning</p> <p>Purpose: demonstrate ability to prepare, deliver and record teaching sessions which support the development of personal, learning and thinking skills;</p> <p><i>Q14 have a secure knowledge of subject knowledge and related pedagogy for 14-19 age range</i></p> <p><i>Q28: Support and guide learners to reflect on their learning, identify their progress and emerging learning needs</i></p> <p>Submission date: 08 June 2009</p>
<p>A4. Reflection on General Professional Studies 14-19 learning</p>

Purpose: sufficient understanding of the careers routes and pathways available to 14-19 year olds to be able to offer relevant information, advice and guidance to learners

Q33: Ensure colleagues working area appropriately involved in supporting learning

Submission date: 08 June 2009

Strand 2: PGCE 14-19 Development Pathway

For trainee teachers on the 14-19 PGCE pathway (IT & Society, Health and Development trainee teachers), there are an additional set of knowledge, understanding and practical outcomes to achieve. In combination with the Strand 1 activities, the Strand 2 activities will allow trainee teachers to offer evidence of having met the additional 14-19 Diploma requirements.

Strand 2 knowledge, learning and practical outcomes are summarised in terms of Q-standards, and are detailed as:

- Q6 commitment to collaborative and cooperative working
- Q7 reflect upon and improve practice through establishing professional development targets
- Q10 have a knowledge and understanding of a range of teaching and learning strategies
- Q14 have a secure knowledge of subject knowledge and related pedagogy for 14-19 age range
- Q26 & 27 experience of assessing work related learning
- Q22 & 25 experience of teaching in a work related environment or simulated environment
- Q 25 ability to relate school-based learning to real life experience within relevant industrial/commercial sector
- Q32 & 33 understanding of the nature and extent of the collaboration necessary for effective 14-19 Diploma delivery, and have demonstrated high level communication skills in a collaborative environment

Evidence of meeting the Strand 2 Diploma development requirements will require trainee teachers to provide evidence of meeting Strand 1 requirements (activities 1-4) and additionally Strand 2 activities 5-9:

Strand 1 (PGCE 11-16 & 14-19) activities:

10. Assignment M1: My role as a leader of learning (Diploma context and structure)

11. Planning for functional skills through line of learning
12. Planning for personal, learning and thinking skills in line of learning
13. Reflection on General Professional Studies 14-19 learning

Strand 2 (PGCE 14-19) activities;

14. Audit of occupational experience
15. Two day occupational enhance placement
16. Shadowing a Diploma learner and teacher in a work-based setting
17. Teaching experience in line of learning
18. Additional Diploma Activities

On completion of Strand 2 additional Diploma activities trainee teachers will have additionally:

- Developed a greater understanding of the range of the functioning of businesses and organisations within the sector
- Developed an understanding of standard working practices employed by at least two businesses or organisations within their line of learning
- Gained experience of working with Diploma learners and their teachers

The activities that have been planned to allow trainee teachers, on the 11-16 and 14-19 PGCE pathway to demonstrate their knowledge, understanding and practice of the 14-19 Diploma are detailed at Table 2:

Table 2: Strand 2 Activities

<i>PGCE Strand 2 Activity</i>
<p>A5. Audit of occupational experience</p> <p>A6. Two day occupational enhance placement</p> <p>Purpose: identify the need for and complete relevant occupational placement with clearly identified outcomes</p> <p><i>Q 25 ability to relate school-based learning to real life experience within relevant industrial/commercial sector</i></p> <p>Submission date: 08 June 2009</p>
<p>A7. Shadowing a Diploma learner and teacher in a work-based setting</p> <p>Purpose: lesson observation of Diploma teaching with follow up discussions</p> <p><i>Q6 commitment to collaborative and cooperative working</i></p> <p><i>Q7 Reflect upon and improve practice through establishing professional development targets</i></p> <p><i>Q10 have a knowledge and understanding of a range of teaching and learning strategies</i></p> <p>Submission date: 08 June 2009</p>
<p>A8. Teaching experience in Diploma line of learning</p> <p>Purpose: experience of paired teaching of a Diploma in a school, college, simulated or work based learning environment and moderate assessment of aspects of Diploma learning</p> <p><i>Q14 have a secure knowledge of subject knowledge and related pedagogy for 14-19 age range</i></p> <p><i>Q22 & 25 experience of teaching in a work related environment or simulated environment</i></p> <p><i>Q26 & 27 experience of assessing work related learning</i></p> <p>Submission date: 08 June 2009</p>
<p>A9. Additional Diploma Activities</p> <p>Purpose: observation of (or participation in) consortium Diploma planning sessions</p> <p><i>Q32 & 33 understanding of the nature and extent of the collaboration necessary for effective 14-19 Diploma delivery, and have demonstrated high level communication skills in a collaborative environment</i></p> <p>Submission date: 08 June 2009</p>

Trainee Teacher Evidence of Strand 1 Activities 1-4 (PGCE 11-16 & 14-19)

To provide evidence of meeting the Strand 1 Diploma Development Pathway, each trainee teacher will be required to present evidence of meeting each of the Strand 1 activities in the handbook, completion will be verified by the subject/line of learning PGCE tutor.

Activity 1: Assignment M1: My role as a leader of learning

Activity 1	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Assignment M1 Assignment held by tutor or trainee		

Activity 2: Planning for functional skills through line of learning

In your subject or line of learning select two lessons at level 2 that you have planned to develop Functional numeracy, literacy and ICT. Annotate your lesson plans to highlight what was planned for each skill and comment upon the extent to which learning of functional skills took place.

Activity 2	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Functional maths, literacy & ICT - submission of two annotated lesson plans • Insert annotated lesson plans with handbook		

Activity 3: Planning for personal, learning and thinking skills in line of learning

Select two lesson plans at level 2 in your subject or line of learning. Identify the Personal Learning & Thinking Skills (PLTS) that you planned to develop with the learners by using the six PLTS themes and skill codes in table 3. Annotate your lesson plans with the PLTS codes.

Table 3; PLTS – learning themes and skill codes

1. Independent enquires 1.1 Identify 1.2 Plan and carry out 1.3 Explore issues 1.4 Analyse and evaluate 1.5 Consider cause and effects 1.6 Make reasoned judgements	2. Team workers 2.1 Collaborate 2.2 Achieve consensus 2.3 Responsive 2.4 Fair and considerate 2.5 Take responsibility 2.6 Offer constructive feedback
3. Reflective learners 3.1 Assess own progress 3.2 Establish success criteria 3.3 Reflect upon progress 3.4 Seek constructive feedback 3.5 Evaluate and propose change 3.6 Communicate learning with others	4. Creative thinkers 4.1 Generate and explore ideas 4.2 Ask and enquire 4.3 Connect ideas with experiences 4.4 Question assumptions 4.5 Experiment 4.6 Modify and adapt to new knowledge
5. Self-managers 5.1 Innovative and challenging 5.2 Focus and commitment 5.3 Skilled organisation 5.4 Anticipate and manage new situations 5.5 Managing competing pressures 5.6 Act upon and seek advice 5.7 manage working relationship	6. Effective participators 6.1 Discuss areas of concern 6.2 Construct reasoned argument 6.3 Develop action plan 6.4 Identify areas for improvement 6.5 Present a case for change 6.6 Be an advocate for others

Activity 3	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
PLTS - submission of two annotated lesson plans <ul style="list-style-type: none"> Insert annotated and coded lesson plans with handbook 		

Activity 4: Reflection on General Professional Studies 14-19 learning

To demonstrate your knowledge and understanding of the 14-19 Diploma qualification, you are required to:

- diagrammatically represent the Diploma structure covering Foundation Learning Tier to Level 3 qualification.
- include representation of the Personal Learning and Thinking Skills, Functional Skills, Work Experience and Project activity. Indicate the number of Guided Learning Hours (GLH) or number of days required for each aspect.
- specifically for level 2 and level 3 indicate how Diploma learning would sit alongside GCSEs and their equivalents and AS/A2 and other level 3 qualifications.

Activity 4	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Knowledge and understanding of 14-19 curriculum reform <ul style="list-style-type: none">• Insert the diagrammatic and annotated Diploma structure with the handbook		

Trainee Teacher Evidence of Strand 2 Activities 5-9 (PGCE 11-16 & 14-19)

To provide evidence of meeting the Strand 2 Diploma Development Pathway, each 14-19 Diploma trainee teacher will be required to present evidence of meeting each of the Strand 2 activities in the handbook, completion will be verified by the subject/line of learning PGCE tutor.

Activity 5: Audit of occupational experience

Complete the audit below to provide evidence of occupational experience that specifically relates to your line of learning. What targets and actions can you set in order to achieve the requirement for enhancing your occupational experience so that you are able to contextualise learning with vocational practise?

Knowledge of normal working practices, specialist language and skills required in the vocational sector		
Work effectively with local employers		
Support effective work experience with employers and partners		
Help learners to relate classroom learning to work-based practice		
Demonstrate appropriate vocational skills in appropriate environments		
Work effectively with other partners in the delivery of the programme		
Have a knowledge of industry requirements for entry levels jobs in the vocational sector		
Activity 5	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Audit of occupational experience		

Activity 6: Two day occupational enhancement placement

Describe the experience of occupational enhancement in relation to teaching and learning in a Diploma line of learning by addressing the following issues:

Name of organisation:	
Date (s) of placement:	
Contact name / position:	
Purpose of organisation	What does the organisation do? How many employees work at the organisation? How is the organisation financed? What is the purpose of the organisation?
People within the organisation	Outline the range of roles that you encounter whilst observing in the organisation, and where possible, indicate how they work together
A typical working employee day involves ...	Outline a typical working day for a selected employee; consider use of specialist equipment, particular Health and Safety considerations that they must observe (e.g. protective clothing), entry qualifications, salary level (if known), and the skills, qualities and values required to be successful in the role
A typical working day involves for employee...	find out as much as you can about the working hours, a typical working day, any specialist equipment they use, any particular Health and Safety considerations that they must observe (e.g. protective clothing), their entry qualifications, salary level (if known), and the skills, qualities and values required to be successful in the role:
Working practices involve:	What standard working practices, including specialist language are made use of in the organisation? Are these unique to the organisation or common throughout the sector?

Use of technology in the work place involves:	How is technology used within the organisation to support communication?	
Practice to theoretical learning – how would you make use of your work experience in the classroom	How could your experiences on this placement be used to enhance the learning of students in your classroom? Relate this to the specification for the line of learning, indicating which units would benefit from your enhanced occupational experience	
Activity 6	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Completed and reported on occupational enhancement		

Activity 7: Shadowing a Diploma learner and teacher

7.1 Shadowing a Diploma learner and teacher in the classroom

Describe the learning experience of a level 2 Diploma student by giving consideration to the following issues:

Diploma learner & teacher in the classroom	Your observations
What Information, advice and guidance has been given to Diploma learners in order for them to select the Diploma line of learning	
Compare and contrast the specification for the line of learning compare to its non-Diploma subject?	
How much time is given to Diploma learning compared to the non-Diploma subject? Why is there a difference in time allocation?	
Compare and contrast the range of teaching and learning strategies used in Diploma learning the non-Diploma subject	
Compare and contrast the range of methods of formative and summative assessment used in Diploma learning compared to the non-Diploma subject	
How are Functional Skills incorporated into the Diploma line of learning	
how are Personal, Learning and Thinking Skills incorporated into the Diploma line of learning	
In what ways do learners develop a knowledge and understanding of the different roles, progression routes and careers within the sector?	

Critically evaluate the experience of being a Diploma learner compared to the learner of the non-Diploma subject		
Activity 7.1	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Shadowing a Diploma and teacher learner in the classroom		

7.2 Shadowing a Diploma learner and teacher in the workplace

Whilst shadowing a level 2 Diploma learner investigate how the Consortium manages work experience for its level 2 Diploma learners. Do this by considering, with reasons the following issues;

Diploma learner & teacher in the workplace		Your observations	
How is work experience is organised? Who, what, why (professional practice) & when			
How long are level 2 Diploma learners on work experience for, and what is the reason for the duration of the placement?			
How is work experience made use of in classroom teaching and learning?			
How are Diploma learners prepared for their placement – what is involved in the induction to the world of work?			
How is work experience monitored and who has responsibility for this task?			
What tasks and activities are Diploma learners required to complete whilst on work experience, and how are these assessed?			
What use do learners make of their Functional Skills and PLTS whilst on work experience and how are this assessed?			
What procedures are in place to evaluate the learner's experience of being in the workplace?			
Activity 7.2		Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Shadowing a Diploma learner and teacher in the workplace			

Activity 8: Teaching experience in Diploma line of learning

Choose one of the units of principal learning from a specification or draft specification for the line of Diploma learning at Level 2. Design a learner activity or short project that could be used to deliver one of the learning outcomes required for this unit over a number of lessons. Outline which Functional Skills, Applied Learning and Personal Learning and Thinking Skills can be built into the activity. Indicate approximately how many GLH you think your project should take.

Name of School & Consortium		Diploma:	Level:
Intended Learning Outcome(s)		Expected GLH:	
Diploma Unit overview:			
Brief description of student activity / project			
Resources / specialist equipment required:			
Functional Skills coverage:			
PLT coverage:			
Assessment – how will the outcomes be assessed?			
Activity 8	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date	
Teaching experience in Diploma line of learning			

Activity 9: Additional Diploma activities

Record here any additional development activities that you have undertaken. (This could include Local authority Diploma CPD days, in-school training, IAG etc).

Activity undertaken	Date (s)	How will this enhance your understanding of the Diploma, sector or pedagogy required to deliver aspects of the Diploma?
<p>Example: You should attend (at least) one of the Local Authority planning meetings for the Diplomas in your chosen subject area. Agree an appropriate date with your Subject Tutor.</p> <p>What issues were discussed in relation to:</p> <ul style="list-style-type: none">• Subject content?• Employer engagement?• Practicalities (travel etc)?• Next steps?		
Activity 9	Submitted by trainee; signature & date	Verified by PGCE tutor: signature & date
Evidence of additional Diploma experiences		

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